accenture>

Department of Education
SFA University/TDC

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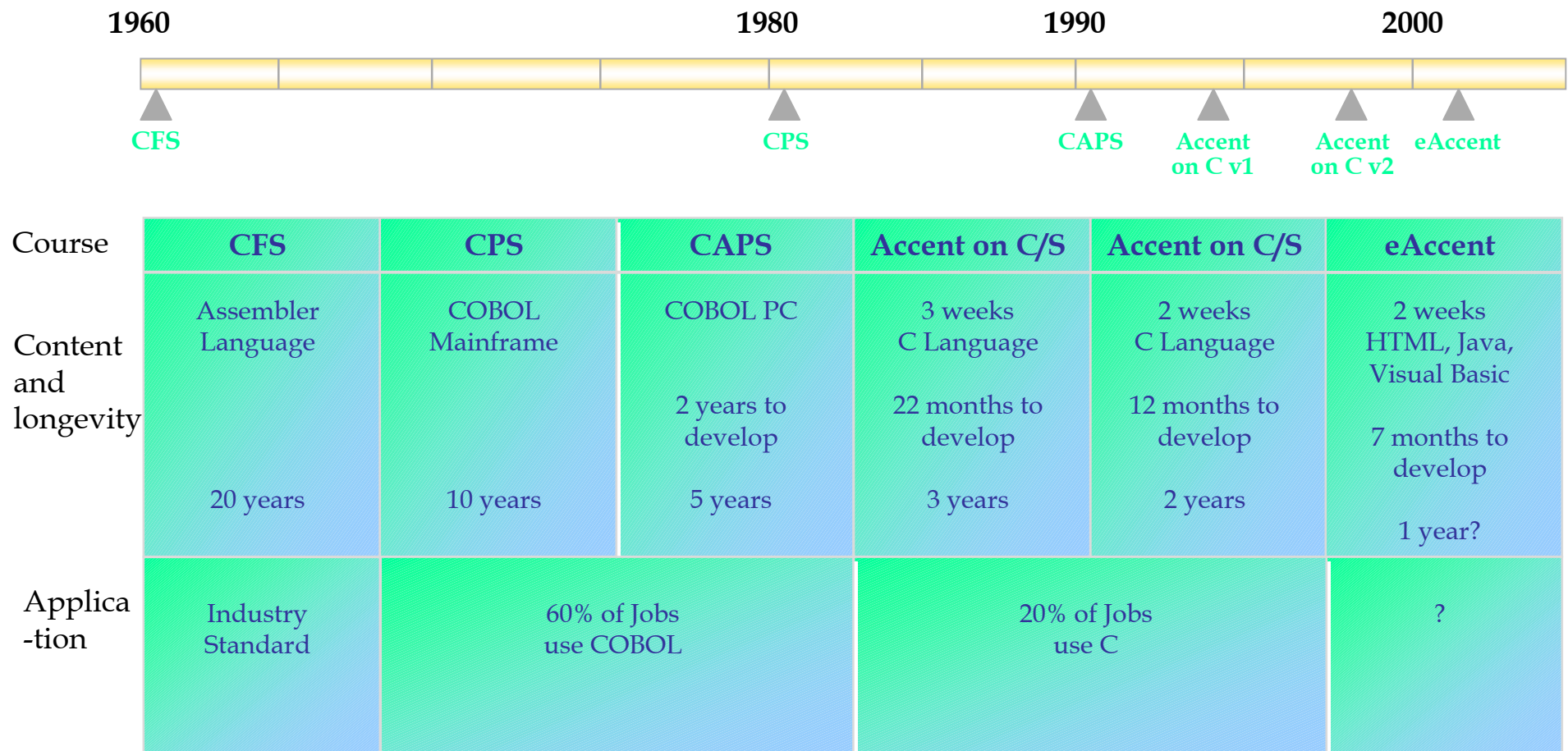
Learning is Critical to Accenture's Strategy

Bold Growth	✓ Increased responsiveness to market demands
	✓ Speed to market in the development and deployment of solutions
Great Place to Work	✓ Access to information, products and services to support personalized growth and development
	✓ Implementation of continuous learning environment
Operational Excellence	✓ Reduced administrative, training (development and delivery), and infrastructure costs
	✓ Streamlined processes and reporting across firm-wide organizational units
	✓ Consistent operating models (for training, methods and tools) within firm

Learning goes beyond simply preparing individuals for tasks

- For our Clients
  - Learning drives the capabilities needed to deliver Value@Speed
    - Deep capabilities, in multiple disciplines (industry and competency)
    - A globally integrated workforce, with a common culture/language

- For Accenture Employees
  - Continuous learning is a significant part of our culture
  - Training has been and continues to be one of the primary reasons people join and stay with the firm

- For Accenture
  - Our people are the "Assets" of the firm
  - Training is one of the key engines that sustains our capability over time

Our fundamental challenge is that our learning requirements are becoming more disparate and are changing more rapidly and unpredictably than ever.

	1960	1980	1990	2000
	CFS	CPS	CAPS	Accent on C v1 / Accent on C v2 / eAccent

Course	CFS	CPS	CAPS	Accent on C/S	Accent on C/S	eAccent
Content and longevity	Assembler Language 20 years	COBOL Mainframe 10 years	COBOL PC 2 years to develop 5 years	3 weeks C Language 22 months to develop 3 years	2 weeks C Language 12 months to develop 2 years	2 weeks HTML, Java, Visual Basic 7 months to develop 1 year?
Applica-tion	Industry Standard	60% of Jobs use COBOL		20% of Jobs use C		?

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Why Develop a New Learning Model?

- Evolving business and capability demands

- Growing number of skill and knowledge areas
  - Train fewer people across more subjects

- Reduced shelf life and predictability of learning content

- New training constituencies (e.g. alliances)

- Technology enabling new means for delivering content
  - e.g. Need for client-site learning delivery

- Need to significantly reduce total system cost of training

- Need improved information regarding training utilization and effectiveness

We needed to fundamentally shift the way we support knowledge and skill building among our professionals.

From	To
■ Top-down, paternalistic, centralized with mediated access	■ Simple, user-driven access, flexible
■ Smaller numbers of assets each targeting larger numbers of people (e.g., training for thousands)	■ Larger number of assets each targeting smaller numbers of people (e.g., training for hundreds)
■ Just-in-case	■ Just-in-time, point-of-need
■ Accenture develops most content and infrastructure	■ Source best available content, products and resources - internal or external
■ Focus on classroom-based training	■ Broad landscape of learning offerings and delivery vehicles
■ Long planning and decision cycles	■ Adaptive, responsive, and coordinated planning and execution
■ Measurement of course participant satisfaction	■ Measurement of learning program value (costs vs impact), management of lifecycle
■ Measurement/monitoring of cost	■ Measurement/monitoring of value/investment

Our focus was to provide more cost-effective learning with greater speed and impact.

- Increased impact from learning investments

- Faster and more responsive to market

- Decreased costs

- Ability to Measure Effectiveness of Training

We needed to accommodate an integrated and changing mix of skills throughout our people's careers
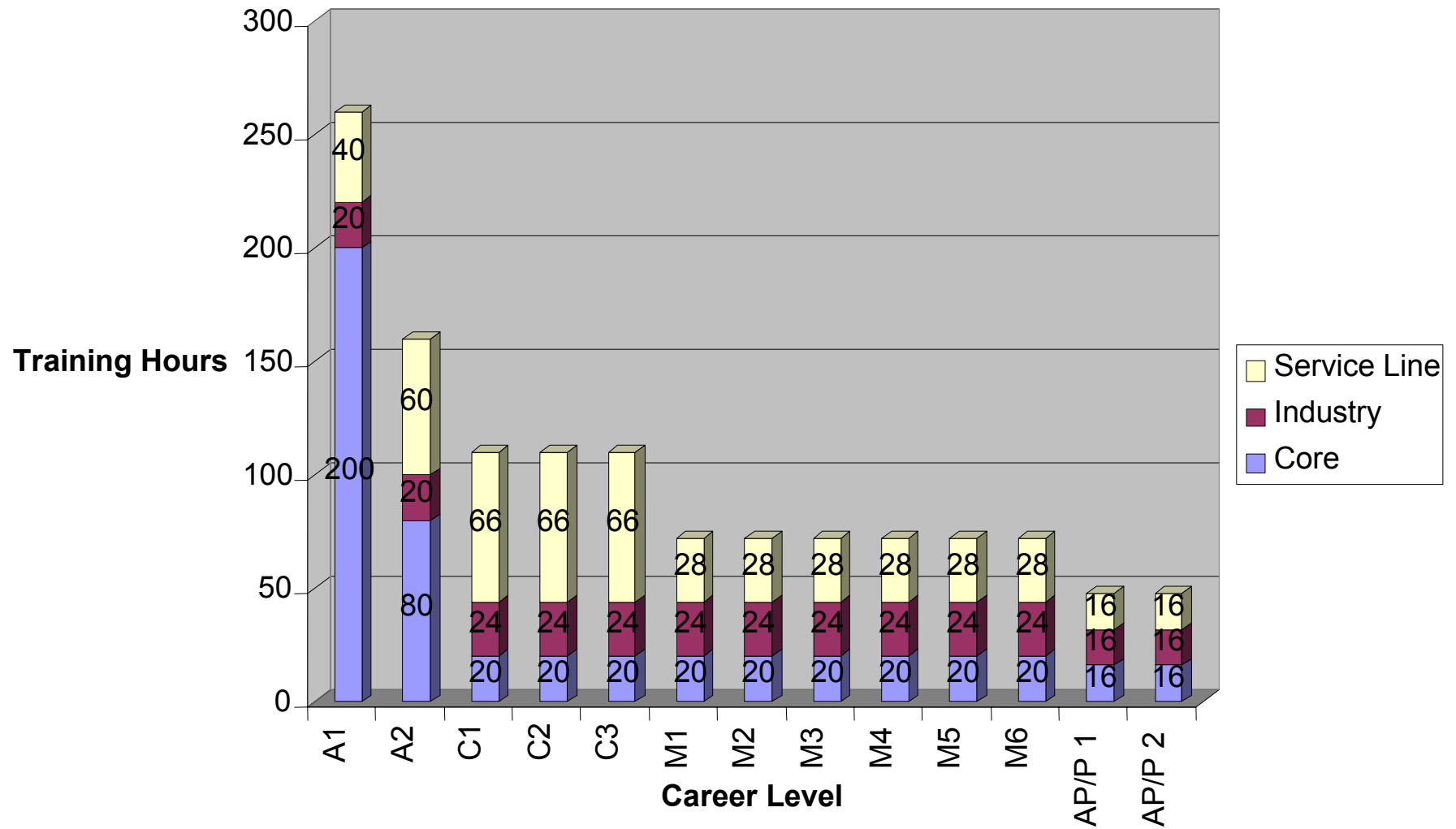
Professional Development Program (PDP)

The PDP curriculum is divided into two components

- The Analyst Curriculum is intended to both build the core set of skills our Analysts need for success within Accenture and also provide significant flexibility to build the point-of-need skills required on engagements.

Core Component (required)	Variable Component

Provides skills every Analyst should have:
• Systems Delivery Fundamentals
• Business skills
• Client Service skills
• Interpersonal skills
	Provides point-of-need skills:
	• Industry awareness / skills
	• Service Line awareness / skills
	• Engagement skills
	   – e.g. Software package skills
	   – e.g. Organization Design skills

- The Executive Curriculum is focused on the core skills necessary for our personnel to continue to grow as senior business professionals. The executive development program is targeted at Consultants and Managers.

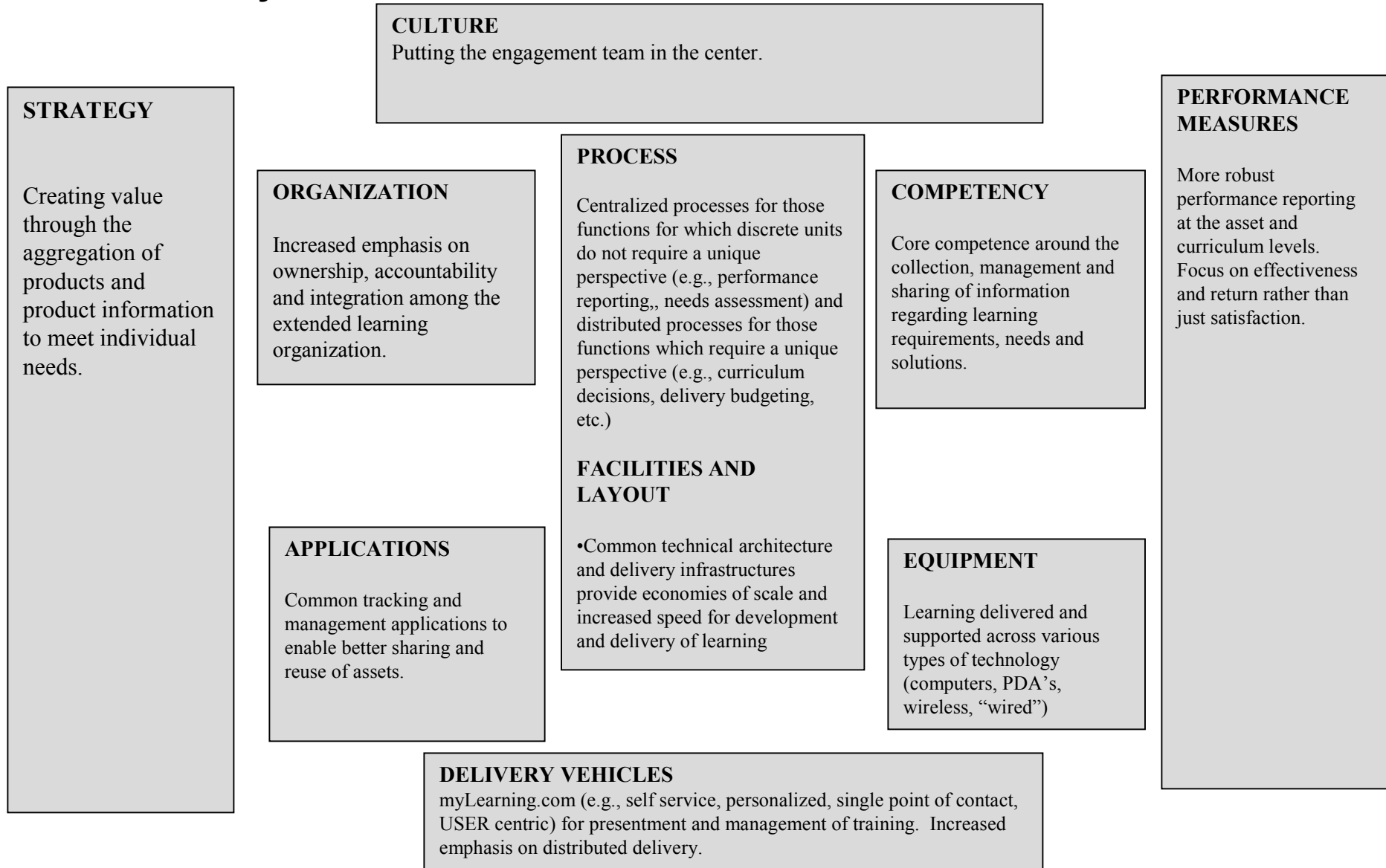| Core Component (required)	Variable Component
Provides skills every Consultant / Manager should have: • Business • Leadership • Project Management • Client Service	Provides Service Line and Industry skills as required based upon Service Line membership and Market Unit deployment

New Hire Analyst Training

Course	Hours	Format
PDP – Client Engagement Readiness Local	80	Classroom
PDP – Client Engagement Readiness School	80	Classroom
Application Testing Self Study	12	CBT
Business Analysis (take up to 28 hours from the following:)		
■ Implementing Business Systems: App Detailed Design	16	CBT
■ Requirements Analysis Modeling	36	CBT
■ Implementing Business Systems: User Interface Design	8	CBT
■ Client Value Drivers	6	CBT
Pyramid Principle	8	CBT
Understanding Financial Statements	5	CBT
Why Finance Matters	11	CBT
Planning and Managing Business Strategy: Strategic Planning	3	Web-based
Management: Management Fundamentals	4	Web-based

Note: All of these courses are required prior to promotion (approximately 2 years)

Leadership Development

Course Category	Level	Hours Offered
Collaboration/Teamwork/Diversity	Analyst	52
	Consultant	84
	Manager	102
	Partner	86
Communication	Analyst	46
	Consultant	66
	Manager	97
	Partner	97
Developing Others	Analyst	9
	Consultant	47.5
	Manager	37
	Partner	13
General Leadership	Analyst	0
	Consultant	28
	Manager	64
	Partner	36
Personal Productivity & Effectiveness	Analyst	21.5
	Consultant	21.5
	Manager	55
	Partner	43

Facilitating this strategic shift in learning, requires more than the development of new delivery vehicles

CULTURE
Putting the engagement team in the center.

STRATEGY

Creating value through the aggregation of products and product information to meet individual needs.

ORGANIZATION

Increased emphasis on ownership, accountability and integration among the extended learning organization.

PROCESS

Centralized processes for those functions for which discrete units do not require a unique perspective (e.g., performance reporting,, needs assessment) and distributed processes for those functions which require a unique perspective (e.g., curriculum decisions, delivery budgeting, etc.)

FACILITIES AND LAYOUT

•Common technical architecture and delivery infrastructures provide economies of scale and increased speed for development and delivery of learning

COMPETENCY

Core competence around the collection, management and sharing of information regarding learning requirements, needs and solutions.

PERFORMANCE MEASURES

More robust performance reporting at the asset and curriculum levels. Focus on effectiveness and return rather than just satisfaction.

APPLICATIONS

Common tracking and management applications to enable better sharing and reuse of assets.

EQUIPMENT

Learning delivered and supported across various types of technology (computers, PDA's, wireless, "wired")

DELIVERY VEHICLES
myLearning.com (e.g., self service, personalized, single point of contact, USER centric) for presentment and management of training. Increased emphasis on distributed delivery.

By leveraging technology and eLearning strategies, we will be better positioned to support the needs of each individual
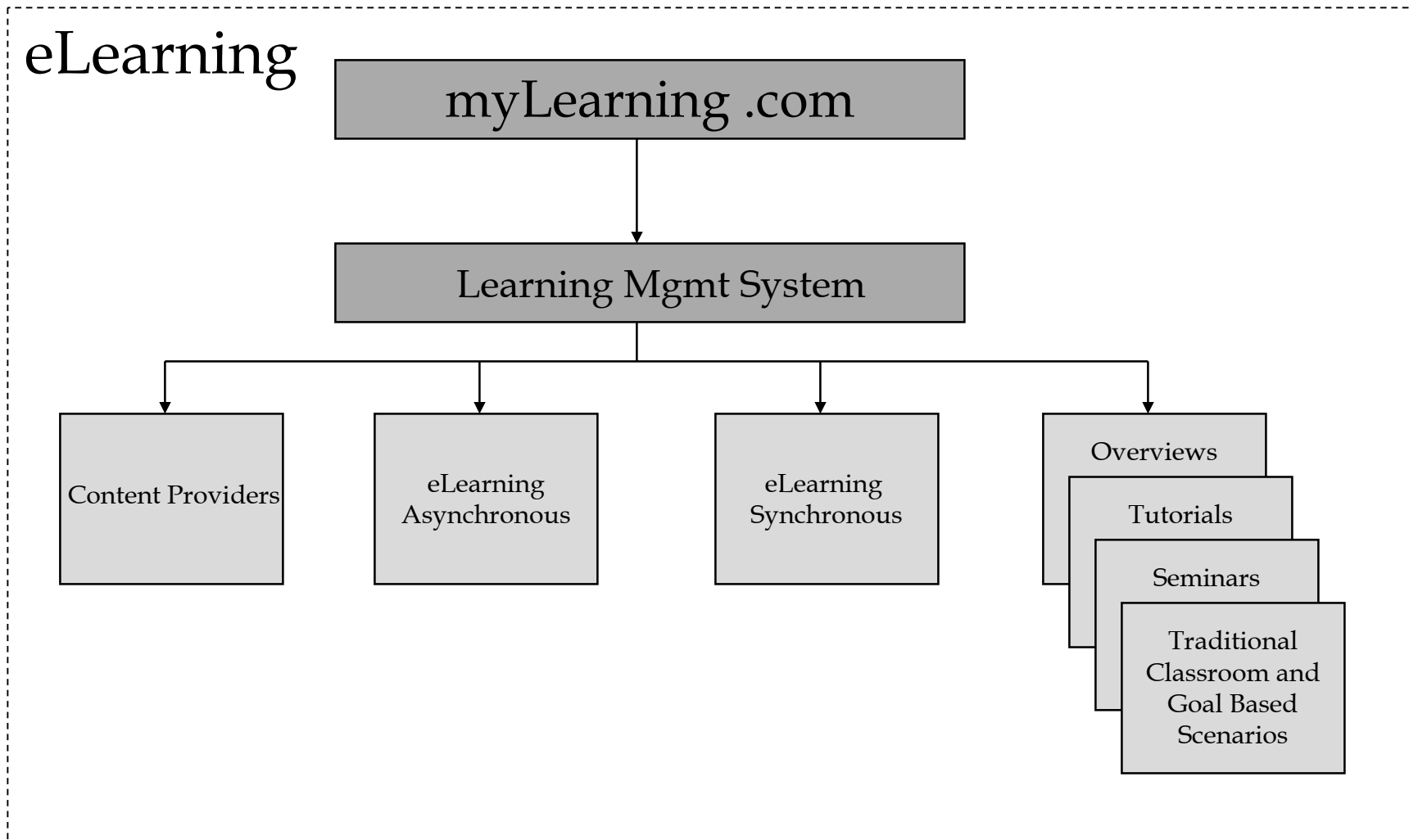
Our new, integrated model is supported by a new delivery mechanism, myLearning.com, that better enables the individual to make decisions about learning experiences.

- Expresses the curriculum in terms of the skill categories that are valued by the marketplace and on which the individual will be evaluated; organize by deployed to entity

- Represents the curriculum and knowledge assets in a way that recognizes the needs of individuals and engagement teams

- Coaches people through the curriculum in a way that helps individuals succeed in their careers and their roles

- Establishes clear guidelines while providing individual and engagement team flexibility

- Makes it easy to use including seamless integration with the firm's global portal strategy

myLearning.com is the primary vehicle for communicating and disseminating the new integrated curriculum.
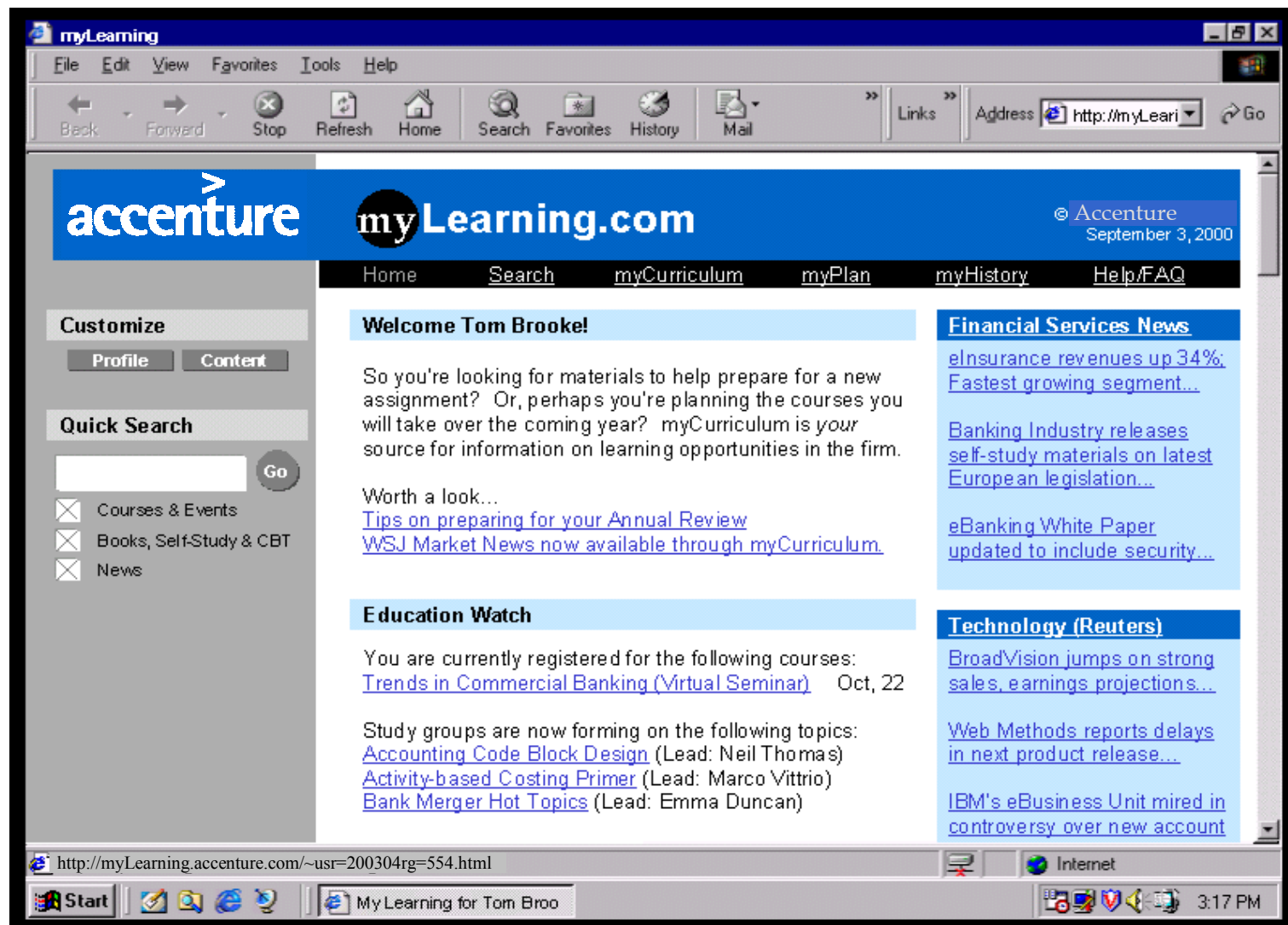
However, for maximum impact, we need to look beyond formal "learning"
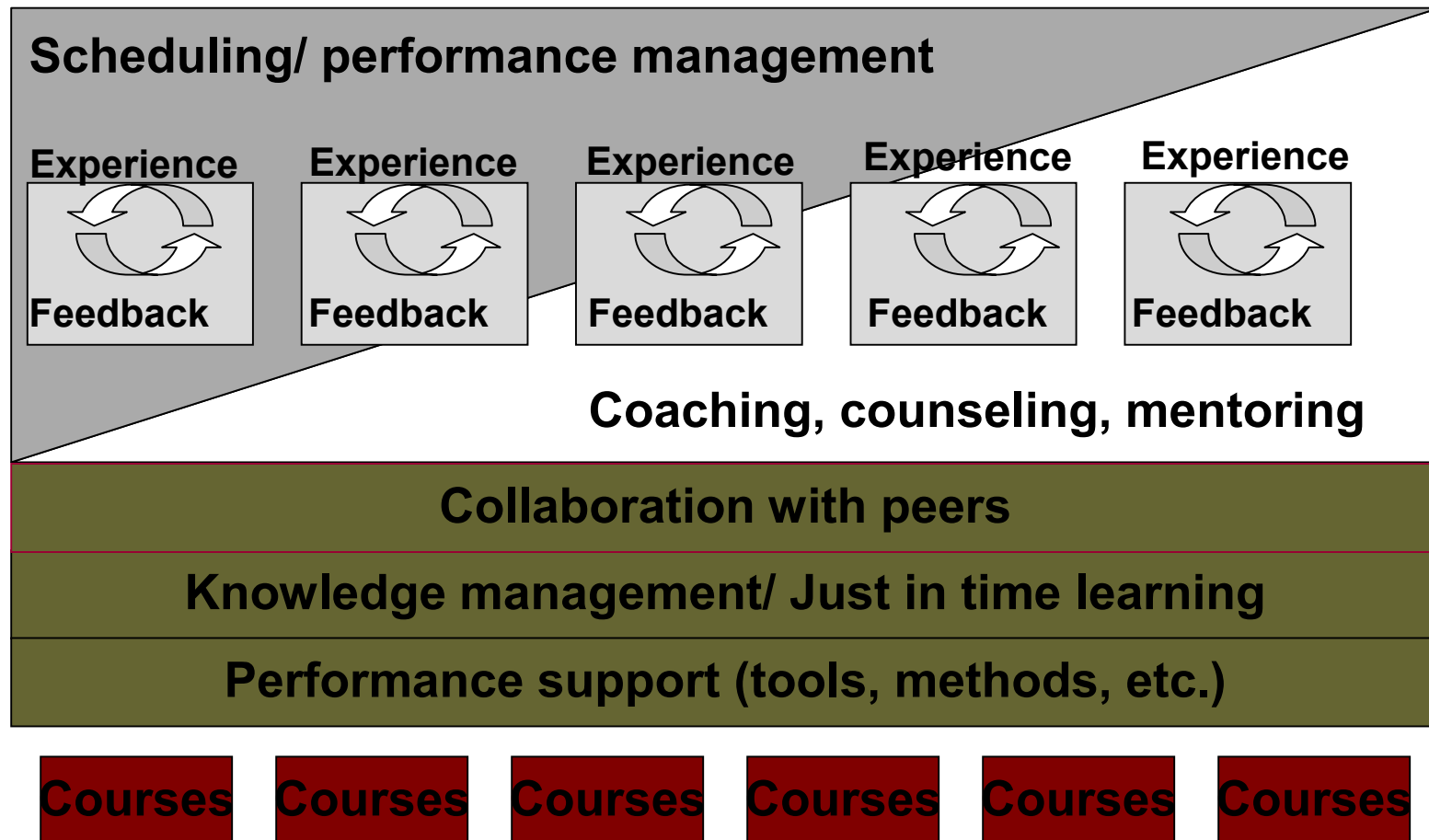
The curriculum is just one piece of our overall performance support solution

Nature of gap. - Problems understanding. . .	Description	Examples	Gap closure strategy
"When", "What is", What are the facts?	Individuals are unsure about the timing, sequencing of tasks or fundamentals of tasks	We always test too late We don't seem to have buy-in when we are ready I just don't know the right questions	Process - Strengthen process to highlight key tasks and timings Policies Communication & KM
"Why does", "How does"	Individuals are unclear about facts and relationships	We always choose the wrong option We have trouble interpreting We don't know how to	Training – knowledge and skill development to clarify facts and relationships
"Why should I"	Individuals do not see the value in taking certain actions	That's not what matters… I get rewarded for doing … We give that a lot of "lip" service	Measurements and Rewards
Volume	Individuals struggle processing the amount of information, tasks or People involved in taking actions or making decisions	We get bogged down in all the data. By the time we get through everything it's too late	Tools/applications

As a result of these changes we are able to maximize the returns we realize on investments in learning

Business Requirements

Return on Investment

Business Capabilities

Capability Status (program effectiveness)

Performance requirements

Asset Effectiveness

Asset Development and Asset Evaluation